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# 2020-2021 Narrative Report

## State Leadership Funds

Describe how the State has used funds made available under section 223 (State Leadership activities) for each of the following required activities:

* Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).
* Establishment or operation of a high-quality professional development program as described in section 223(1)(b).
* Provision of technical assistance to funded eligible providers as described in section 223(1)(c).
* Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

### Alignment with One-Stop Required Partners

Oklahoma Department of Career and Technology Education (ODCTE) state staff work closely with the Workforce Innovation and Opportunity Act (WIOA) one-stop partners to increase interagency alignment of adult education and literacy activities and to improve processes. WIOA encourages collaboration between adult education providers and the one-stop system by promoting its requirements around one-stop integration and highlighting opportunities for partnerships. State staff participate on several committees to improve collaboration and provide support to improve services for students.

* Oklahoma Workforce Association Executive Subcommittee: This committee provides Title I and Title II staff opportunities to align services and strengthen the Oklahoma workforce development system through innovation and alignment of employment, training, and education programs in the state, and promote individual and statewide economic growth.
* WIOA Career Pathways Committee: The purpose of this committee is to make recommendations, inform, coordinate, and facilitate statewide efforts between partners to improve Oklahomans’ exposure to high-demand career and entrepreneurship opportunities, along with the education and training required for entry into and advancement within a chosen career. Develop industry sector strategies in state and regional ecosystems to ensure that the education and training system delivers the skills needed by employers.
* Oklahoma Youth Programs Committee: The Youth Programs Committee provides recommendations on policy and performance for developing and implementing WIOA youth-funded programs statewide. Create an Oklahoma workforce strategy for youth that aligns with youth initiatives and provides common solutions that coordinate with the state’s economic goals building wealth creation for all Oklahomans. This committee meets bi-monthly.
* System Oversight Subcommittee (SOS): The SOS is the working arm of the Workforce System Oversight Committee and is focused on developing the system-wide framework and policy documents necessary for compliance with WIOA legislation and federal regulation. The committee is also tasked with compliance review of the system, including the local Oklahoma Works Centers across the State.
* WIOA Data Committee: This committee is comprised of state staff from WIOA core partners who specialize in data collection and analysis. Meeting discussions include ways to use data to improve state student performance outcomes.

ODCTE staff also participate with local Workforce Development Boards (WDB) and board directors through monthly meetings, and other initiatives. During these meetings, participants collaborate on issues, such as a shared data system, assessments, client retention, marketing of services, partner referrals, co-enrollment, data sharing, professional development, and other talking points as they arise. One issue discussed in detail is the implementation of High School Equivalency (HSE) testing in one-stop centers. Adult Education state staff has worked with WDB directors to get HSE testing in local communities where testing sites have been sparse.

* Overall, there is constant communication at all levels. WDB staff, AEFL state staff, and others have organized and developed many opportunities for communication and alignment of services throughout the year. Oklahoma has created new methods to work together, as in-person meetings have not always been an option due to the Pandemic. When members cannot meet in person, they are provided with the option to meet virtually.
* During the pandemic, the communication among agency partners was vital in determining student eligibility and assessment status. The Data Recognition Corporation (DRC) portal assisted with the process of transferring assessment scores and transition procedures among WIOA core partners.
* In FY 20-21, another tool that helped WIOA core partners in advancing student progress was the implementation of online proctoring for the HiSET and GED exams.

### Professional Development

Professional development was conducted throughout the year using leadership funds to expand opportunities for Adult Education professionals. Due to COVID-19 we had an increased focus on virtual education, as schools transitioned to and from distance learning and remote work. Program directors were forced to adjust schedules and create new ways to keep their students and instructor’s morale high. Instructors who had taught in a traditional classroom were now being asked to sit in front of a computer and teach to a group of students they could not see. These types of changes first appeared as a weakness for our programs, but in time they produced strengths through the means of professional development training. Trainings included opportunities for program staff to interact and share best practices with their counterparts at other programs. Programs created virtual and hybrid opportunities that were not available to students prior to the pandemic. What started as a weakness in our state, quickly developed into a strength. To encourage continual learning, instructors strengthened their distance learning programs. By approaching the classroom and instructional format differently, programs were able to collect outcomes in a time when outcomes were not easy to collect. Due to the success and positive outcomes observed, it is likely that directors will adopt permanent changes to instruction and program delivery.

Professional Development and Technical Assistance 2000-2021:

2020

* ABE Director’s Meeting July 2020 – 2 days\*
* IELCE Technical Assistance Zoom with Local Programs\*
* July 2020- Online Enrollment Presentation TA for pandemic related issues\*
* Burlington English Virtual Training August 2020\*
* ABE Update with Department of Corrections – September 2020\*
* ABE New Director Trainings - September 2020\*
* LACES Training for New Providers - September 2020\*
* Diploma Sender Technical Assistance Zoom with State Staff and Local Programs – November\*
* TABE Clas-E Webinar Training – November\*
* Desktop Monitoring and Feedback Provided to Programs on Continuous Schedule\*
* Trainings Provided as Needed for LACES Staff, Instructors, and Program Directors\*
* Monthly Calls and Zoom Meetings with ABE Curriculum Providers\*
* Continuous professional development opportunities provided by COABE, state contract provided to all programs\*

2021

* NASDAE Zoom Meeting - January 2021\*
* Mid-Year Finance Reviews with Local Programs - February 2021\*
* RESEA Workforce Webinar- February 2021\*
* NASDAE Webinar-February 2021\*
* TABE Clas-E Remote Proctoring Webinar- February 2021\*
* ABE Representation at Counselor-Only Conference - March 2021\*
* Burlington English IELCE/IET Webinar – March 2021\*
* LACES Training -March 2021\*
* 2nd Steps Applying for IET in corrections pilot- March 2021\*
* Official Monitoring of ABE Programs March-June 2021\*
* IELCE IET Training with Oklahoma City Community College – May 2021\*
* DRC TABE 11/12 Training for Local Providers – June 2021
* LACES Closeout Training – June 2021\*
* Desktop Monitoring and Feedback Provided to Programs on Continuous Schedule\*
* Continuous professional development opportunities provided by COABE
* Monthly Calls and Zoom Meetings with ABE Curriculum Providers\*
* Trainings Provided as Needed for LACES Staff, Instructors, and Program Directors\*

\*Professional Development provided virtually

### Technical Assistance

Technical assistance was provided to adult education programs by AEFL state staff in numerous ways to increase program effectiveness and provide support to local programs. State staff was available via email and phone when program staff requested assistance. Proactive technical assistance activities included on site and telephone support, conducting staff development workshops, collecting, and disseminating information on best practices in family literacy, workplace education, supporting adults with learning disabilities, and job readiness, and facilitating local planning sessions with One-Stop providers, employers, and job training providers.  Financial and data entry was also monitored, and technical assistance was given according to needs demonstrated on financial and data entry. State staff provided assessment training, financial compliance assistance, TABE CLAS-E training, and data entry training according to needs presented. AEFL staff emailed a survey to determine needs and used the information to provide further assistance.

### Monitoring

Adult Education and Literacy programs are evaluated through an annual risk assessment. Adult Education staff monitors local programs through official and unofficial onsite visits periodically throughout the program year. The AEFL staff conducts onsite monitoring of all programs within a five-year period.  Monitoring activities ensure that valid and reliable student performance data is collected and reported.  It also ensures that instructional programs are being carried out in accordance with the approved applications and with the previously established Indicators of Performance. Programs are also monitored through a desktop monitoring process. This process allows the state agency to view each program's LACES data from a distance. Feedback from desktop monitoring is provided to the programs to maintain accurate and honest data.

In FY20-21, the AEFL team at the Oklahoma Department of Career and Technology Education conducted six official monitoring visits. The six sites monitored included two non-profit organizations, two public schools, one technology center, and one community college. Due to COVID-19 closures and social distancing, AEFL staff shifted to a hybrid and virtual monitoring format. While this limited some monitor activities, it also allowed for greater participation among local program staff who may not have had the opportunity to participate in the past.

Consistent monitoring of data ensures that programs comply with federal and state regulations. Due to inconsistencies of program data, it was discovered that one site was out of compliance with data entry and assessment procedures. This discovery led to state staff visiting this program in January 2021 to check files, talk with staff about record-keeping policies and assessment practices.  After state staff analyzed the program’s activities, recommendations were made to local program staff. Those recommendations included: Monthly data meetings between instructional staff and data entry staff to ensure data is accurate across all forms and databases, running Management Information System (MIS) dashboard reports to improve data quality and assessment strategies.

## Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

### Overall Measurable Skill Gain (MSG) Performance

The performance numbers below have shown a consistent data trend over the past few years for Oklahoma’s overall state performance. An important note to make is that overall enrollment has dropped in the past fiscal years due to COVID. This has effected ABE, ESL, and Correction populations. Oklahoma saw an overall enrollment drop of just over 3,000 students from FY 20 to FY 21. Using this performance data will be integral in the future in funding programs that perform well in their workforce area. In subsequent years, the data will be used in allocating funds based on performance of programs moving forward into a new grant cycle.

|  |  |
| --- | --- |
| Fiscal Year | Overall MSG |
| 16-17 | 39% |
| 17-18 | 41% |
| 18-19 | 40% |
| 19-20 | 41% |
| 20-21 | 40% |

### Overall English as a Second Language (ESL) MSG Performance

As indicated in the chart below, Oklahoma’s English as a Second Language MSG performance data has increased in the past few years. A change in ESL assessments across the state contributed to higher test scores. Also, there was less data due to a decline in ESL enrollment at our larger programs. The ODCTE AEFL staff discussed the increase with the ESL programs and will continue to monitor this trend.

|  |  |
| --- | --- |
| Fiscal Year | Overall ESL MSG |
| 16-17 | 31% |
| 17-18 | 27% |
| 18-19 | 26% |
| 19-20 | 28% |
| 20-21 | 42% |

### Overall Adult Basic Education (ABE) MSG Performance

In Oklahoma, ABE performance numbers displayed in the table below show a general fluctuation of MSG percentages from year to year. The state believes that the decrease from FY 19-20 to FY 20-21 in MSG is most likely related to COVID. Moving forward, AEFL state staff will work with adult education programs to provide professional development and best practices to increase overall performance for ABE in PY 21-22.

|  |  |
| --- | --- |
| Fiscal Year | Overall ABE MSG |
| 16-17 | 43% |
| 17-18 | 48% |
| 18-19 | 45% |
| 19-20 | 46% |
| 20-21 | 40% |

### Overall High School Equivalency (HSE) Diploma Attainment Performance

In PY20, 881 participants in adult education classes attained their high school equivalency through the HiSET or GED assessments. Across the state, a total of 2,125 people earned their high school equivalency. In summary, the GED assessment had 889 individuals earn their high school equivalency, while the HiSET assessment had 1,236 individuals earn their high school equivalency.

### Overall Correctional / Institutional Education Performance

For corrections education, in PY 20 (July 1, 2020-June 30, 2021) 2,230 inmates were provided 12 or more hours of instruction by the Department of Corrections. These inmates had an overall MSG performance level of 50%. The Department of Corrections program has been highly successful during the pandemic in providing services to inmates across Oklahoma. Discussions and partnerships continue between the Oklahoma Department of Corrections and the Local Workforce Boards in delivering Title I services for recently released inmates to assist them with integrating back into society and becoming productive citizens.

### Table 5 Outcome Performances

### In PY 20, two quarters after exit, the number of participants who exited achieving outcomes or median earnings value was 1,771.  For four quarters after exit, the number of participants who exited achieving outcomes or median earnings value was 1,895.  Oklahoma had a slight increase from PY 19 to PY 20 for (in) the percentage of participants achieving outcomes for employment after exit.  Median earnings for PY 20 indicated that the number of participants who exited achieving outcomes or median earnings value was $3,850.00.  Median earnings value also had a slight increase from the previous year.  Thirteen Students attained a secondary school diploma/equivalent and enrolled in post-secondary education or training within one year of exit.  According to Table 5, 141 students attained a secondary school diploma/equivalent and were employed within one year of exit.  Seven students who attained a post-secondary credential while enrolled or within one year of exit.  Finally, those students that attained any credential (unduplicated) was 152.  Oklahoma saw a percentage increase in all of the above credential indicators from the previous year.  ODCTE staff will continue to monitor these core follow-up outcomes and use this information for data driven decision-making.

### Data Quality

Data matching of student outcomes has been successful. Data matching has been successful with Higher Education, ODCTE, Oklahoma Employment Security Commission, and Diploma Sender for reporting student outcomes related to postsecondary education and high school equivalency attainment, median earnings and employment data used with individual ABE data matching. Sharing employment-related data allows the ODCTE to provide information related to the core performance measures, provide demographic information, and relate the employment and earning data back to students in our Literacy Adult and Community Education (LACES) system. These conversations and data-sharing agreements have led to a much more efficient collection and sharing of data between the ODCTE, Oklahoma Employment and Security Commission, Diploma Sender, and LiteracyPro.

Throughout PY 20, LACES onsite and online training were provided to local programs for maximum effectiveness in reporting participant outcomes and program performance. All local AEL programs and Oklahoma Department of Corrections sites were represented at the trainings. Trainings were made available to all data entry personnel and program directors both virtually and in person. In addition, special trainings were provided to new data entry personnel. The LiteracyPro System is Oklahoma’s state-adopted Management Information System. LiteracyPro provides adult education and literacy programs with the capacity to report participant outcomes and to monitor program performance against ODCTE’s performance measures.

ODCTE conducts LACES desktop monitoring of all Adult Education programs multiple times annually. The ODCTE provides continuous technical assistance and support to local adult education and literacy programs in the following areas:

* Pre/post-assessment and student performance data collection methods.
* Use of the LiteracyPro System, the state-adopted Information Management System.
* Strategies and screening for adults with learning disabilities.
* Implementing family literacy programs.
* Implementing work-based education programs.
* Coordination with the local One-Stop Centers.
* Integrating adult education and literacy activities with job training programs.
* Promoting linkages with employers.
* Other areas, as needed.

## Integration with One-Stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

The State Office of Adult Education and Literacy has chosen to delegate its required one-stop roles to eligible providers for each of the six local workforce areas. The ODCTE, as a core partner, provides guidance to both AEFL providers and local workforce board staff in implementation and policy with the Office of Workforce Development. Eligible providers in the local areas entered into a Memorandum of Understanding (MOU) in the local areas with the workforce boards and other one-stop partners. The AEL providers contributed to the infrastructure costs to support the one-stop delivery system. The providers worked with other partners in ensuring co-enrollment of services when necessary and participated in a common intake system to avoid duplication of services. Access from adult education programs took place primarily through a virtual presence; however, some programs have a physical presence in the one-stop center.

The state office of Adult Education and Literacy has two representatives that serve on the System Oversight Subcommittee. The System Oversight Subcommittee established in 2012 is comprised of Oklahoma workforce development system partners, Governors Council Workforce and Economic Development, ODCTE, AEFL, Department of Vocational Rehabilitation, Department of Human Services, Wagner-Peyser – Oklahoma Employment Security Commission (OESC), Higher Education, and the Department of Commerce representing Title 1 programs, Adult, Dislocated Worker and Youth, Department of Corrections, Mental Health and Oklahoma State Department of Health. The Workforce system is a springboard to success for Oklahoma's business and job seekers, helping reach its strategic vision that Oklahoma’s workforce development system increases profitability for businesses and increases income for all Oklahomans. Infrastructure cost negotiations took place between all the one-stop partners using the local funding mechanism. Local workforce areas did not utilize the state funding mechanism.

Oklahoma Works One-Stop Centers provide universal career services equitably to all customers. Oklahoma recognizes the need to provide career services through the one-stop system by the required one-stop partners defined by WIOA. The first service option is basic career services. This option consists of providing information on available services in the one-stop center, initial assessments, eligibility determinations, career planning, access to the career resource room for computer assistance and self-service options, resume preparation assistance, labor exchange services, labor market information, referrals to other system programs, demand occupation lists, eligible training provider lists, available supportive services, meaningful assistance for unemployment assistance claimants, and financial aid assistance.

## Integrated English Literacy and Civics Education (IELCE) Program

Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

The ODCTE conducted an open competition during the period of July 1, 2017, through June 30, 2018, for a new four-year IELCE grant that were awarded to begin July 1, 2018. The grant application was a single Request for Proposal (RFP) for Adult Basic Education and Literacy, IELCE, and Corrections Education. The application included all thirteen considerations established in Title II and was open to all eligible providers. The grant application contained the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications were reviewed by ODCTE staff and a review committee. Additional criteria were also established based on §463.70, §463.74, §463.73, and §463.36-38. A total of four providers received IELCE funding.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.

The State Department of Career and Technology Education funded IELCE in conjunction with an integrated education and training activities. Components funded within this program are adult education and literacy activities, workforce preparation activities, and workforce training. The integrated education and training activities will include a balance of instruction across civics participation and citizenship preparation, and will deliver the components simultaneously, and use occupationally relevant instructional materials. A single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce competencies is established. The two areas are outlined below:

* The Civic Participation program supports the design, creation, implementation, and delivery of instructional activities that integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the community and workforce system. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings that provide a direct connection to classroom learning with personal knowledge and community experience.
* One local IELCE program, located in the Oklahoma City metro area, expanded from one IET class in the fall of 2020, to two classes in the spring of 2021. This program is also discussing the implementation of a second career pathway-training program. This particular program conducted an overview training of their IELCE IET program in May 2021
* The Citizenship Preparation program uses ESL best practices, methodologies, and citizenship preparation material to prepare learners to take and pass the United States Citizenship and Immigration Services (USCIS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation.

Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

Programs aim to focus on creating programs and preparing students for employment in in-demand industries that lead to self-sufficiency. Instructors continued to build upon their technology-based civics instruction. Students progressed with computer literacy skills by using structured time in the computer lab to focus on civics-related resources. In addition to classroom civics instruction, teachers guided students through several civics-related modules, including, but not limited to, career readiness and postsecondary exploration, U.S. government-civics education, students as parents, and students as community members. The programs incorporate learning soft skills and other workforce preparation and incorporating a workforce training component in areas such as health occupations, culinary arts, or construction workforce training programs. Participation declined during the year due to the COVID-19 pandemic. Fewer students enrolled in the IELCE programs. However, Oklahoma providers continue to work with their community partners and stakeholders to increase awareness and participation. One example of this is an IET program that is located at a local community college, which provides concurrent classes that can lead to a certification in pharmacy tech. Upon completion of the certification, the program works with local industry in placing these individuals in employment. This program allows these individuals to gain an industry credential and gain necessary life skills while also integrating into society.

Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

In 2021, there were three providers in Oklahoma, but only one IET. An example of a successful and accomplished IET program in Oklahoma is a Pharmacy Technician program designed by a local community college. It began with information gathered from Central Oklahoma Workforce Innovation Board on in-demand sectors and jobs. With a list of jobs and sectors, they began looking internally at workforce training options offered in their organization. Having the English language and workforce training in the same location provided greater access to the community they serve. The pharmacy technician course is designed to run the adult education and literacy class concurrently with the workforce preparation class. There is constant communication between the ESL instructor and the professional educator to ensure consistency in the curriculum and content of both classes. The program coordinator attends all workforce training (Pharmacy Tech) classes and continues to shape the ESL class to ensure high-quality and incorporation of job-specific preparation activities. Those activities include class trips, guest speakers from local businesses, resume writing, interview practice, and externship opportunities. The activities consist of whole-class and individual consultations to ensure that students are ready to enter the job market with confidence and provide possible employers with a certificate of completion and demonstrates that they are ready to work as a pharmacy technician. Finally, to ensure placement in unsubsidized employment in this in-demand industry they provide financial assistance and support to obtain the nationally recognized credential for Pharmacy Technician. Some of the challenges include finding eligible students that are interested in the pharmacy technician pathway and have high enough skills to participate. It can also be difficult to keep up with workforce demands within the region and employ highly qualified instructors who can teach the curriculum for their specific classes.

## Adult Education Standards

Describe how your Adult Education content standards are aligned with those of K-12 standards.

Adult education and literacy activities utilize the Oklahoma Academic Standards established by the Oklahoma State Department of Education (SDE). Standards have been developed by the Oklahoma SDE that include English Language Arts, Mathematics, Science, Social Studies, and Personal Financial Literacy. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the time, they complete their high school equivalency. These standards assist the Oklahoma AEFL providers in providing the guidance and expectations necessary for a student to receive their secondary school diploma. Programs are monitored to ensure they are following standards to prepare students to transition into post-secondary or employment.

Highlights of the Oklahoma Academic Standards:

* Focus on deep thinking, conceptual understanding, and real-world problem-solving skills
* Set expectations for students to be College, Career, and Citizenship ready
* Incorporate literacy in Science, Social Studies, and Technical Subjects
* Emphasize the use of citations and examples from texts when creating opinions and arguments
* Increase rigor and grade-level expectations
* Determine the full range of support for English

Distance learning was used when students could not meet in person due to the COVID-19 pandemic. Some of the challenges included lack of internet in rural areas and inadequate electronic equipment. One community placed Wi-Fi devices in school buses located in various regions of the community. This innovative idea allowed students to have continued access to Wi-Fi, and made it possible for students to continue their use of their online curriculum. ODCTE communicated with vendors and programs frequently to ensure needs were addressed. Online curriculum seats were purchased by ODCTE to assist programs in with distance learning. Curriculum seats purchased included: Aztec, Essential Education and Reading Plus. These companies provided online professional development and technical assistance to assist with the curriculum and ensure access during the pandemic. They were very cooperative and available to meet the needs of each program through zoom meetings and trainings.

The assessments that Oklahoma’s AEFL programs use are approved assessments that are standardized, valid, reliable, and approved for use by the US Department of Education's Office of Career and Technical Education (OCTAE). Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year, or period of participation (POP). Post-assessment is defined as an assessment administered to a student to measure learning gains that have occurred after the pre-assessment in the current fiscal year or current POP. The state’s MIS system can account for all Educational Functioning Level (EFL) gains, but it only tracks the lowest subject area per [National Reporting System (NRS)](http://www.nrsweb.org/) guidelines.

EFL of a student is determined by the NRS approved standardized assessment scale scores. All students are placed into an appropriate EFL as determined by the student’s scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. Local programs are responsible for meeting these state EFL targets. The state has aggregated pre-and post-assessment data collected from local programs determines whether the state meets its performance targets for a fiscal year. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes.

Accountability and reporting purposes of assessment include but are not limited to:

* Uniform measurement of learner gains that are aligned with the NRS educational functioning levels.
* Consistent comparison of the success of programs in meeting state performance targets.
* Consistent comparison of program data for performance-based funding.

Instructional purposes of assessment include but are not limited to:

* Determining the instructional needs of individual learners.
* Determining the effectiveness of instruction through learner gains.
* Providing information regarding local program and/or statewide professional development needs.

Assessing students was challenging at times due to the COVID-19 pandemic. Online assessments were provided when necessary. Proctoring was difficult at times and created challenges, also.

## Programs for Corrections Education and the Education of Other Institutionalized Individuals

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The standard Oklahoma definition for calculating recidivism is the number of re-incarcerated individuals three years after release and five years after release. This definition is used by the Oklahoma Department of Corrections and ODCTE Skills Centers, and Oklahoma AEFL. Adult Education classes are offered within seventeen of the state’s correctional facilities. These facilities have served an average of 3,800 students state-wide over the last five years. During PY 20, the overall MSG for corrections programs was 50%. ODCTE state staff will continue to work with the department of corrections to develop career pathways that lead to in-demand credentials.

The COVID-19 pandemic has certainly presented problems within the Oklahoma Department of Corrections. The challenges faced by learning centers across the state mirror some of the same challenges faced by programs inside state’s correctional system. Correctional facilities were forced to temporarily suspend classes and mandate a statewide quarantine of inmates in an attempt to maintain safety and security of inmates and prison staff. During quarantine, students were no longer allowed to participate in classroom activities. These activities include TABE testing, High School Equivalency testing, and classroom instruction. In place of classroom instruction, inmates were given educational packets that were delivered to the student’s cell and returned to the instructor upon completion. Being that students were not allowed to attend a classroom setting, many programs were not able to collect assessment scores, instructional hours, or complete level gains in the same manner as in previous years.